

UC 12152 12F

CBM003 ADD/CHANGE FORM

Undergraduate Council
 New Course Course Change
 Core Category: Creat. Arts Effective Fall 2014

or

Graduate/Professional Studies Council
 New Course Course Change
 Effective Fall 2013

1. Department: MUSIC College: CLASS
 2. Faculty Contact Person: Betsy Weber Telephone: 713-743-3194 Email: bweber@uh.edu

3. Course Information on New/Revised course:
 • Instructional Area / Course Number / Long Course Title:
MUSI / 1121 / Concert Chorale
 • Instructional Area / Course Number / Short Course Title (30 characters max.)
MUSI / 1121 / CONCERT CHORALE
 • SCH: 1 Level: FR CIP Code: 5009030003 Lect Hrs: 1 Lab Hrs: 4

RECEIVED OCT 11 2012

4. Justification for adding/changing course: To meet core curriculum requirements

5. Was the proposed/revised course previously offered as a special topics course? Yes No

If Yes, please complete:

• Instructional Area / Course Number / Long Course Title:
 _____ / _____ / _____
 • Course ID: _____ Effective Date (currently active row): _____

6. Authorized Degree Program(s): B.M., B.A., B.S.

- Does this course affect major/minor requirements in the College/Department? Yes No
- Does this course affect major/minor requirements in other Colleges/Departments? Yes No
- Can the course be repeated for credit? Yes No (if yes, include in course description)

7. Grade Option: Letter (A, B, C ...) Instruction Type: lecture laboratory (Note: Lect/Lab info. must match item 3, above.)

8. If this form involves a change to an existing course, please obtain the following information from the course inventory: Instructional Area / Course Number / Long Course Title

MUSI / 1121 / Concert Chorale
 • Course ID: 34639 Effective Date (currently active row): 82503

9. Proposed Catalog Description: (If there are no prerequisites, type in "none".)

Cr: 1. (1-4). Prerequisites: by audition Description (30 words max.): This select choral ensemble will perform a variety of choral repertoire by composers of various cultures and representing various historical periods.

10. Dean's Signature: _____

_____ Date: 10/8/12

Print/Type Name: Sarah Fishman

REQUEST FOR COURSES IN THE CORE CURRICULUM

Originating Department or College: Music

Person Making Request: Betsy Cook Weber

Telephone: 713-743-3194

Email: betsycookweber@gmail.com

Dean's Signature: _____

Date: August 31, 2012

Course Number and Title: MUSI 1121 CONCERT CHORALE

Please attach in separate documents:

Completed CBM003 Add/Change Form with Catalog Description

Syllabus

List the student learning outcomes for the course (Statements of what students will know and be able to do as a result of taking this course. See appended hints for constructing these statements):

The student will increase understanding of the scope and variety of the choral repertoire. The student will understand those specific choral works studied as expressions of individual and human values within an historical and social context. The student will respond critically to those choral works studied. The student will engage in the creative process through interpretive performance. The student will comprehend the physical and intellectual demands required of the performing artist. The student will articulate an informed reaction to those choral works studied. The student will improve vocal, aural, and music-reading skills.

Component Area for which the course is being proposed (check one):

Communication

American History

Mathematics

Government/Political

Science

Language, Philosophy, & Culture

Social & Behavioral Science

Creative Arts

Component Area Option

Life & Physical Sciences

Competency areas addressed by the course (refer to appended chart for competencies that are required and optional in each component area):

Critical Thinking

Teamwork

Communication Skills

Social Responsibility

Empirical & Quantitative Skills

Personal Responsibility

Because we will be assessing student learning outcomes across multiple core courses, assessments assigned in your course must include assessments of the core competencies. For each competency checked above, indicated the specific course assignment(s) which, when completed by students, will provide evidence of the competency. Provide detailed information, such as copies of the paper or project assignment, copies of individual test items, etc. A single assignment may be used to provide data for multiple competencies.

Critical Thinking:

Students will participate in class discussions regarding what was happening in the world at the time of the musical composition.

Students will also participate in an examination of the texts. What is the translation? When were those texts written? For what occasion? What do the texts mean? How do they relate to today's culture?

Students will submit a one-page paper via Blackboard due one week after each concert. These papers will discuss the following:

- 1) whether the music performed has relevance to that student's life
- 2) how each worked performed acts as an expression of individual and human values within an historical and social context
- 3) an evaluation of the ensemble's performance
- 4) an evaluation of other ensembles' performances on that particular concert
- 5) an evaluation of how preparation for this performance has affected your ability to work as a team with students from differing socio-economic and ethnic backgrounds with varying academic interests

Students will participate in decisions involving phrasing, dynamics, staging, dramatic presentation, etc.

Students will be graded on the completeness of the assignment

Communication Skills:

In addition to the above assignments, members of this ensemble, students will perform two concerts each semester consisting of repertoire from various stylistic periods. They will perform with accurate pitch, rhythm, articulation, dynamics, uniform phrasing, and stylistically appropriate, consistent sound production.

During preparation for each concert, students will upload video or audio recordings to be assessed by the director or graduate assistants for the correct application of the above items..

Empirical & Quantitative Skills:

[Click here to enter text.](#)

Teamwork:

Please see above assignments

Social Responsibility:

Please see above assignments

Personal Responsibility:

Please see above assignments

Will the syllabus vary across multiple section of the course? Yes No

If yes, list the assignments that will be constant across sections:

[Click here to enter text.](#)

Inclusion in the core is contingent upon the course being offered and taught at least once every other academic year. Courses will be reviewed for renewal every 5 years.

The department understands that instructors will be expected to provide student work and to participate in university-wide assessments of student work. This could include, but may not be limited to, designing instruments such as rubrics, and scoring work by students in this or other courses. In addition, instructors of core courses may be asked to include brief assessment activities in their course.

Dept. Signature: _____

CORE PROPOSAL

MOORES SCHOOL CONCERT CHORALE

Fall 2013 Syllabus and Calendar

MUSI1121

Dr. Betsy Cook Weber, Director

Office 156; (713) 743-3194; e-mail: bweber@uh.edu

Office Hours; MWF 12:00 – 1:00; TTH 10:30 – 11:30; 1:00 – 2:00 and by appointment

CHORAL CONDUCTING FACULTY AND STAFF

Dr. Betsy Cook Weber, Professor, Director of Choral Studies,

Director of Moores School Concert Chorale and University Women's Chorus

Dr. Charles S. Hausmann, Professor, Director of Graduate Choral Studies,

Director of Moores School Choral Artists

Dr. Jeb Mueller, Assistant Professor, Director of University Men's Chorus and
Concert Women's Chorus

Mr. Kevin Klotz, doctoral teaching assistant for Houston Symphony Chorus

Mr. Hyeok Lee, doctoral teaching assistant for Concert Women's Chorus and University
Men's Chorus

Mrs. Katherine Johnson, graduate teaching assistant for Concert Chorale & Choral Artists

Mr. David Doerr, graduate teaching assistant for Conducting I and Choral Library
Manager

CHORALE STUDENT LEADERSHIP

Student Director, Sean Stultz

Floreat Director, Alex Bruce

Soprano Section Leader, Catherine Goode

Alto Section Leader, Blythe Hopson

Tenor Section Leader, Lazaro Estrada

Bass Section Leader, Fredy Bonilla

COURSE PHILOSOPHY (with thanks to Drs. Habermann and Mueller)

We affirm the power of singing to be a heart-opening experience for both performers and audience. We believe that the connections made among members of the ensemble can be long-term friendships and sources of support. We maintain that outstanding musical experiences during student years provide the basis for a life-long appreciation of music. We achieve together what cannot be done alone. None of these can be achieved without hard work, perseverance, and passion.

LEARNING OUTCOMES/OBJECTIVES

I. Objective

The student will increase understanding of the scope and variety of the choral

repertoire.

Assessment

As members of this ensemble, students will perform two concerts each semester consisting of repertoire from various stylistic periods. They will perform with accurate pitch, rhythm, diction, dynamics, uniform phrasing, vowel formation, and healthy, consistent vocal production.

2. Objective

The student will understand those specific choral works studied as expressions of individual and human values within an historical and social context.

Assessment

Students will participate in class discussions regarding what was happening in the world at the time of the musical composition.

They will also participate in an examination of the texts. What is the translation? When were those texts written? For what occasion? What do the texts mean? How do they relate to today's culture?

3. Objective

The student will respond critically to those choral works studied.

Assessment

Students will submit a two-page paper via Blackboard due one week after each concert. These papers will discuss any or all of the following:

- 1) how each work performed acts as an expression of individual and human values within an historical and social context
- 2) an evaluation of the ensemble's performance
- 3) an evaluation of other ensembles' performances on that particular concert

Students will participate in class discussions regarding what was happening in the world at the time of the musical composition.

They will also participate in an examination of the texts. What is the translation? When were those texts written? For what occasion were the texts written? What do the texts mean? How do they relate to today's culture?

4. Objective

The student will engage in the creative process through interpretive performance.

Assessment

As members of this ensemble, students will perform two concerts each semester consisting of repertoire from various stylistic periods. They will perform with accurate pitch, rhythm, diction, dynamics, uniform phrasing, vowel formation, and healthy, consistent vocal production.

Students will participate in decisions involving phrasing, dynamics, staging, dramatic presentation, etc.

5. Objective

The student will comprehend the physical and intellectual demands required of the performing artist.

Assessment

As members of this ensemble, students will perform two concerts each semester consisting of repertoire from various stylistic periods. They will perform with accurate pitch, rhythm, diction, dynamics, uniform phrasing, vowel formation, and healthy, consistent vocal production.

Students will experience first-hand, and participate in discussions that address, the demands of the "vocal athlete."

6. Objective

The student will articulate an informed reaction to those choral works studied.

Assessment

Students will submit a one-page paper via Blackboard due one week after each concert. These papers will discuss any or all of the following:

- 1) whether the music performed has relevance to that student's life
- 2) an evaluation of the ensemble's performance
- 3) an evaluation of other ensembles' performances on that particular concert

7. Objective

The student will improve vocal, aural, and music-reading skills.

Assessment

As members of this ensemble, students will perform two concerts each semester consisting of repertoire from various stylistic periods. They will perform with accurate pitch, rhythm, diction, dynamics, uniform phrasing, vowel formation, and healthy, consistent vocal production.

Students will participate in daily vocalization exercises designed to improved their vocal production. They will respond individually and corporately to questions regarding the purpose of each exercise.

GRADING SYSTEM (All Concert Chorale students will begin the semester with a 100.)

A = 100 - 98; A- = 97 - 95; B+ = 94 - 92; B = 91 - 89; B- = 88 - 86; C+ = 85 - 83; C = 82 - 80; C- = 79 - 77; D+ = 76 - 74; D = 73 - 71; D- = 71 - 70.

Points will be subtracted for:

Absence from regular rehearsal, **regardless of the reason**, beginning with the third absence5 points
(A tardy or early departure is equal to 1/3 absence.)

Unexcused Absence from each 1.5 hours of extra rehearsal.....5 points

Unexcused Absence from each 1.5 hours of a dress rehearsal.....10 points

Unexcused Absence from concert.....30 points

(Please note that all concerts and "extra/dress" rehearsals are mandatory.

Students are excused from these activities only if they have a conflict with a regularly-scheduled UH class, and if they notify Dr. Weber in advance via email of the conflict.)

Absence from concert due to documented illness or emergency.....5 to 10 points
 Negative contribution to the group.....1 to 30 points
 (Poor rehearsal skills, no music, no pencil, no water, music
 not prepared, music not marked, inappropriate behavior.)
 Unacceptable grade on vocal exam (lower than B-)..... 2 points

Points will be added for:

Participation in non-musical tasks of choir, i.e. filing music, setting
 and striking risers, publicity work, work on Web, etc.....1 to 5 points
 (See Service)
 Exemplary performance during vocal exams (A+).....1 to 5 points

VOCAL EXAMS

Vocal exams occur frequently in Concert Chorale. The material to be tested is announced the day before or earlier. Although the tests may use any format, they typically take place in Dr. Weber's office where they are administered and graded by the Chorale teaching assistant. A grade of A,B,C,D, or F is assigned.

An A or B has no positive or negative impact on a semester grade. This is because singing pre-announced test passages at an acceptable standard represents the expectation for all members who participate in one of the country's most outstanding, elite, and respected choral ensembles. An A+ adds two points to a student's semester average.

A grade of C or lower results in a two-point deduction from a singer's semester average. This is, admittedly, a strong penalty. Again, we expect that Chorale members are able to keep up with the rest of the group, and that they are willing to practice certain passages independently so that time is not wasted in rehearsal pounding pitches.

With all this in mind, please note that, as far as your semester grade goes, an A is no better than a B-. Similarly, an F is no worse than a C. We assign specific grades so that you know just how good (or bad) your test was.

If a student feels that the grade assigned by the teaching assistant is incorrect, the student should ask Dr. Weber to review the taped recording of the test. Please do not hesitate to make that request if it seems appropriate.

Finally, please note that anyone who makes a C or lower on a vocal exam WILL be tested the following day on whatever test passage is assigned. In addition, anyone who is absent from Chorale WILL be tested on the first day they return to class. It is the student's responsibility to find out what the test passages are if absent.

CONCERTS

All concerts are absolutely mandatory unless they occur during a regularly-scheduled UH class. In this case, a student may be excused from a performance if they notify Dr. Weber in advance via email.

REHEARSALS

1. Rehearsals begin and end promptly.
2. All extra rehearsals are absolutely mandatory unless they occur during a regularly-scheduled UH class. In this case, a student may be excused from a performance if

- they notify Dr. Weber in advance via email.
3. Pencils are required for rehearsal markings in the music.
 4. Singers who cannot sing due to illness should inform Dr. Weber of this fact before the rehearsal begins and should sit in the section and study the music silently. Please note that, like an athlete, singers must stay healthy. You must be proactive in remaining healthy; go to the doctor sooner rather than later. You absolutely should not sing if it hurts to sing; at the same time, please understand that if you are chronically ill, you are not contributing to our product.
 5. The *Calendar* issued today represents Concert Chorale's schedule as it exists in August 2012. Occasionally, changes occur in the calendar due to circumstances beyond our control. This is often because Concert Chorale, as the top large ensemble, occasionally receives "command performance" invitations. When extra, not-listed-in-the-syllabus rehearsals or concerts are scheduled, they are also required. In this case, however, if students receive less than a month's notice of a change or addition to the calendar, they may submit requests to be excused from that event.
 6. Professional musicians *always* notify a conductor if they will miss a rehearsal. This professionalism is expected of Chorale members. If you know you will be absent, you should send an email Dr. Weber *and* to your section leader to that effect.
 7. We live in a world where texting, emailing, etc. is common place *everywhere*. Please know, however, that this activity is NOT acceptable in any high-level music rehearsal at any time.
 8. Normal rehearsals adjourn at 2:20; dress rehearsals that take place during normal Chorale rehearsal time will go until 2:30, if necessary.

MUSIC

1. Music for the semester will be borrowed from the choral library. If you lose it or destroy it, you will pay for it.
2. Black three-ring, one inch binders are required to hold your music.

CONCERT DRESS

Women: Chorale dress. These must be purchased through our official seamstress. The cost is approximately \$100.00. Payment in full must be made before placing your order. Make checks payable to Shirley Wiss. We will take measurements and collect money the first week of class. Measurements will be taken during rehearsal. Shoes must be black, close-toed, with dark stockings. Women also wear a choker-length pearl necklace that can be purchased from the choral area.

Men: Tuxedo (not a blazer or suit coat) and appropriate accessories, including wing-tip or traditional collared tuxedo shirt, black bowtie, cummerbund, formal black patent-leather shoes, or conservative black dress shoes (If it has a rubber sole, it is not a dress shoe), black socks. Waistcoats are not permitted. Gentlemen, please note that jackets must be buttoned when performing.

SERVICE

There is an expectation that everyone will provide service to the ensemble when need arises. This usually consists of serving on at least one riser set-up or strike crew per semester. Other opportunities will arise, however, and when they do, please pitch in and volunteer — just because it's the right thing to do. It is worth noting that semester grades can be lifted one degree if a student has performed extraordinary service. Very rarely grades may be lifted even more than one degree when the student has performed extraordinary service AND when a student has gotten into absence trouble because of long-term, documented illness.

SAMPLE FROM FALL 2012 CONCERT CHORALE CALENDAR, FALL 2012

PERFORMANCES

Thursday, September 13; 7:30 pm Moores Opera House; *Collage*

Call TBD, but no earlier than 6:30 pm

Wednesday, October 3; 10:00 a.m., Moores Opera House; *President Khator's State of the University* address; call is 9:00 a.m.

Saturday, October 6; 7:30 pm., Moores Opera House; *Hiawatha's Wedding Feast* with Prairie View A&M Chorale and Moores Symphony Orchestra; Franz Anton Krager, *conductor*

Call TBD, but no earlier than 6:30 pm

Friday, October 12; 7:30 pm, San Jacinto College North; 5800 Uvalde; 77049; performance with San Jac North choir and *Sons of Orpheus*.

Sunday, November 4; 4:00 pm., All Saints Catholic Church; 215 East 10th Street; 77008

Monday, November 5; 7:00 pm, MOH; 22nd *High School Invitational* with Cypress Woods, Kerr, Klein Oak, Spring high schools

Call TBD, but no earlier than 6:00 pm
Sunday, December 9; 2:30 pm, *Season's Greetings* with other UH choirs
Call TBD, but no earlier than 1:30 pm
Sunday, December 16; 12:00 noon; *Houston Texans* national anthem and pre-show;
Reliant Stadium
Call and sound check 8:30 am. Because this is after classes are out, you may
request to be excused from this performance.
Friday, December 14; 2 – 5 pm; Chorale final exam time/recording session Organ Hall.

DRESS REHEARSALS

Wednesday, September 12; 1:00 – 2:30 pm (in class; for *Collage* the following day)
Wednesday, October 1; 1:00 – 2:30 pm (in class; for *President Khator's....* on October 3)
Thursday, October 4; 6 – 8:00 pm in MOH (for *Hiawatha's....*)
Friday, October 12; 5 – 6 pm at San Jac North (for concert that evening)
Sunday, November 4; 2:30 – 3:30 pm at All Saints Catholic (for concert that
evening)
Monday, November 5; 1 – 2:30 (in class for concert that evening)
Wednesday, December 5 in class

EXTRA REHEARSALS

Tuesday, October 2; 6 – 8:00 pm (for *Hiawatha's....*)